DIAGNOSTIC REVIEW REPORT

FOR

Newport Independent School System
301 East Eighth Street
Newport, Kentucky
41071

Mr. Kelly Middleton, Superintendent

March 10-13, 2013

North Central Association Commission on Accreditation and School Improvement (NCA CASI),
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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a school system/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the school system functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality Systems were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "…lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**2.5**

Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	• Consolidated District Improvement Plan (CDIP) • Cabinet meeting agendas and minutes • Vision and Mission Statements • Standards Presentation • Interviews with superintendent, BOE members, community stakeholders, central office leadership • Stakeholder survey data • "Newport Independent Five Year Plan of Improvement with the Goal of Becoming the Finest Small Urban School System in the Country 2005-10" • Review of Board Policies	2

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	- Consolidated School Improvement Plan (CSIP) - Cabinet Meeting Minutes and Agendas - Review of Board Policies - Stakeholder survey data - School and district interviews	2
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	- Stakeholder Interviews - Published Belief Statements - CDIP - CSIP - Cabinet Agendas and Minutes - Data Walls - School observations including Book Room - Stakeholder survey data - Student performance data	3

Indicator	Source of Evidence	Performance Level
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	• Stakeholder Interviews • CDIP • CSIP • Implementation and Impact checks at the district level twice per year • Profile contained in the School Report Card • Stakeholder survey data	3

Opportunities for Improvement

Indicator	Statement	Rationale
1.1	**Create board policies and procedures to ensure a systematic process to review, revise and communicate a system-wide purpose and direction for student success. Ensure that the process (1) is collaborative and includes board members as well as representatives selected at random from all other stakeholder groups, (2) is focused on creating a culture that is committed to high expectations for student achievement as well as system/school effectiveness, (3) reflects system-wide shared values and beliefs about teaching and learning, (4) includes mechanisms to monitor faithful implementation.**	The Superintendent and the Chief Academic Officer have been in their positions for less than a year. In addition, two new members of the Board of Education took office two months ago. Interviews and documentation consistently reveal that the new superintendent has reviewed the most recent vision, mission, and belief statements which were developed in 2005 and has added the belief statement, "We're about kids!" Although the district engaged in a comprehensive visioning process in 2005, there is no evidence the system has engaged in a more recent systematic and collaborative process to review, revise, and communicate a system-wide purpose of student success. No evidence has been provided to indicate the existence of system policies to periodically review the Board of Education's formal statements of purpose and direction. Additionally, as a result of the 2005 visioning process, the system developed a comprehensive five-year action plan, "A Five-Year Plan of Improvement with the Goal of Becoming the Finest Small Urban School District in the Country." There is no evidence this plan has been implemented. Documentation and interviews suggest that communication and collaboration has improved during the current school year and that the new superintendent is actively engaged in renewing community support and understanding for district initiatives and programs. Review of documents and interviews indicate that the school and district are engaged in Comprehensive District/School Improvement Planning using ASSIST, focused on improvement to the core academic program as well as school/system effectiveness.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	2.33

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	- Stakeholder Interviews - Stakeholder survey data - Self-Assessment - Review of Board of Education Policies - Staff Handbook - Student Performance Data - School Improvement Planning Documents - Cabinet and Superintendent Presentation and Interviews	2

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	• Stakeholder survey data • Superintendent's presentation and interview • Review of documents and artifacts including policies, meeting agendum, etc. • Interviews with school board members • Interviews with parents and community members • Interviews with district staff members • Interviews with school administration and staff	3
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• Superintendent's presentation and interview • Review of documents and artifacts • Interviews with school board members • Interview with district staff	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	• Board of Education Policies • Self-Assessment • Executive Summary • Self-Assessment • Stakeholder Interviews • Cabinet/ Superintendent Presentation and Interview	2
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	• Stakeholder survey data • Stakeholder Interviews • Cabinet/ Superintendent Presentation and Interviews • Self-Assessment • Executive Summary • Student Performance Data	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	• Stakeholder survey data • Interviews with Staff, Stakeholders, Superintendent • Executive Summary • Self-Assessment • Student Performance Data	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	**Examine and revise board policies and practices to promote conditions that support learning for all students and ensure the use of effective instructional and assessment procedures in all schools and classrooms across the school system.**	Review of documentation and interviews reveal that the Board of Education's policies and practices provide direction for the effective operation of the school system and its schools. However, the degree to which board policies and practices reflect an expectation for monitoring and improving conditions that support student learning and effective instructional and assessment practices that produce equitable and challenging learning experiences for all students is somewhat limited.
2.4	**Examine job descriptions, roles and expectations for district staff assigned to curriculum, instruction and assessment to ensure elimination of possible duplication in administrative and supervisory responsibilities.**	Documentation and interviews suggest a possible overlap in the administrative and supervisory responsibilities of the Chief Academic Officer and the Director of Curriculum, Instruction and Assessment may exist.

Indicator	Statement	Rationale
2.5	**Establish the expectation through the creation of policies and/or setting of goals that that system and its schools develop opportunities for improving communications and engagement for all stakeholders particularly among low-income families. Examine ways to engage a diverse group of stakeholders in shaping decisions, providing feedback to school/system leadership, working collaboratively on school/system improvement efforts, etc. Further examine ways to more effectively communicate with stakeholders particularly with regard to information about learning and grades**.	While documentation and interviews reveal that the superintendent is reaching out to the broader community through speaking engagements and interactions with local civic organizations, some evidence suggests a need for more effective approaches to communication and stakeholder engagement, especially among low-income families. Only 40% of staff members, for example, agree/strongly agree with the statement, "Our school leaders engage effectively with all stakeholders about the school's purpose and direction." And, only 43% of staff agree/strongly agrees with the statement, "Our school leaders provide opportunities for stakeholders to be involved in the school." Student survey results also suggest ineffective or inconsistent practices in this regard. For example, 40% of students agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning." 43% of students agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress," suggesting that a significant percentage of students do not perceive that teachers are communicating effectively with parents. Leadership is encouraged to leverage improved engagement and communication strategies as a way of building a greater sense of ownership and responsibility in the success of the school and system.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	**1.33**

Indicator		Source of Evidence	Performance Level
3.1	The school system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• District curriculum maps • Teacher course syllabi • School website intervention link • Student Accountability Program (SAP) documents • Stakeholder survey data • Interviews with district and school personnel • Documents and artifacts including intervention programs • Walkthrough data • Classroom observation data	1
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• Curriculum maps • Survey data • Assessment data including MAP, PLAN, ACT • Quarterly Report • Curriculum maps in process along with emails between Chief Academic Officer, ER staff and teachers • Stakeholder interviews	1

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the school system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• Self-Assessment and other documentation • Stakeholder survey data • Missing Piece of the Proficiency Puzzle Survey • Walk through documentation • District leadership and Superintendent Presentation and interviews • Classroom observation data	1
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	• Self-Assessment and other documentation • 30/60/90 day improvement plans • District and school walkthrough data • TELL KY survey data • Classroom observations • School and district stakeholder interviews • Student performance data	1

Indicator		Source of Evidence	Performance Level
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	- Self-Assessment and other documentation 30/60/90 day improvement plans - Quarterly Reports - Learning Check Analysis - TELL KY survey data - Interviews with school board members - Presentation and interviews with district staff and Superintendent - Interviews with school staff	1
3.6	Teachers implement the system's instructional process in support of student learning.	- Self-Assessment and other documentation - Walkthrough Data - Stakeholder survey data - Staff interviews - Classroom and school observations - School and district stakeholder interviews - Survey data	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	- TELL KY survey data - District orientation for new teachers - Teacher interviews - District staff interviews - Review of artifacts and documentation	2

Indicator		Source of Evidence	Performance Level
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	- Missing Piece of the Proficiency Puzzle diagnostic - School and district personnel interviews - Parent and community interviews - TELL KY Survey data - Stakeholder survey data - Examples of communications to parents, i.e., One call; newsletters	1
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	- SAP program documentation - District and school staff interviews - School attendance and incentive programs - Stakeholder survey data - School staff interviews - Parent interviews - Classroom and school observations	2

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	- Course syllabi - Interviews with district and school personnel and board members - Review of board and administrative policies - Missing Piece of the Proficiency Puzzle diagnostic - Stakeholder survey data	1
3.11	All staff members participate in a continuous program of professional learning.	- Interviews with district and school personnel - PD agendas - TELL Survey - Review of documents and artifacts	2
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	- Data wall information - MAP Data Analysis - SAP documentation - Stakeholder survey data - Review of documents and artifacts - Interviews with district and school staff	2

Opportunities for Improvement

Indicator	Statement	Rationale
3.7	**Expand and refine mentoring, coaching, and induction programs that support instructional improvement consistent with the system's values and beliefs about teaching and learning.**	Interviews with district personnel, Educational Recovery Staff, emails, and CIITS professional development plans reveal some staff members are provided with mentoring and coaching to improve instructional practices. In surveys, 46% of the staff disagree/strongly disagree with the statement, "In our school, staff members provide peer coaching to teachers," suggesting that nearly half the staff is not aware of coaching and mentoring opportunities. System leadership is encouraged to develop a systematic way to evaluate the effectiveness of mentoring and coaching programs, thus helping to ensure alignment with formally adopted values and beliefs about teaching and learning.
3.9	**Evaluate and expand structures whereby each student is well known by at least one adult in the school who serves as an advocate for that student and who supports their educational experience.**	Initiatives identifying the most at-risk students at the high school, students with attendance issues, as well as initiatives such as the Student Accountability Program (SAP) and Kelly's Kids indicate that many school personnel are involved in some activities that give them interaction with individual students and allow them to build relationships over time with the student. The superintendent has indicated that providing every student with an adult advocate is a worthwhile goal for the school system. However, only 40% of students surveyed acknowledge that at least one adult knows him/her and cares about their education and future. The school/system is encouraged to identify structures and provide support for programs, such as SAP, to include all students in meaningful relationships with adult advocates.

Indicator	Statement	Rationale
3.11	**Develop collaborative procedures to design and deliver continuous professional learning that aligns to the district's purpose and direction, that support all system staff in improving instruction and the conditions that support learning and that are systematically evaluated for effectiveness in improving student performance and organizational effectiveness.**	The district's professional development plan provides evidence of mandatory PD aligned with the district's purpose and direction; however, evidence of teacher involvement in professional development based on registered PD hours reported by individual teachers suggests most teachers do not continue professional development beyond the mandatory 24 hours. The bookroom and curriculum development initiatives have engaged some teachers in continuous and meaningful professional development aligned with the district's purpose and direction. Roughly half of the staff, or 53%, agree/strongly agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school," suggesting that a significant percentage of the faculty do not perceive that adequate professional development is available to meet the needs of students and the school. The extent to which professional development has resulted in improved capacity to deliver highly effective instruction is very limited.
3.12	**Further develop and refine processes to provide and coordinate learning support services to meet the unique learning needs of all students.**	The system has collected data from internal reviews of special education programs, student attendance rates, and assessments, such as MAP, to identify the unique learning needs of students. Some interventions in reading and math are currently being provided for some students. Issues surrounding the absence of flexibility for program entry and exit are currently under consideration at the school. Less than half of the students surveyed, roughly 48%, indicated that they agree/strongly agree with the statement, "My school provides learning services for me according to my needs," suggesting that the majority of students in the school do not perceive or are ambivalent about learning supports that are available to meet their needs. Classroom observations consistently revealed little evidence of differentiation of instruction and a heavy reliance on whole group lecture as the primary form of instruction. The degree to which services and interventions are consistently or systematically used to address the unique learning needs of some students is not apparent.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 32,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs that are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	**2.5**

Indicator		Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	• Review of documentation and artifacts • District staff interviews • Superintendent's presentation and interview • District budget documents • Highly qualified staff documentation • Board policies regarding hiring, placement, staffing, etc.	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	• Review of documentation and artifacts including: • School schedules • District budgets and documents of financial audits • District strategic plan • Classroom and school observations	2
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• Facilities plan • District internal quality control procedures and expectations for facilities maintenance • Board policies • Student and staff handbook • Safety drill procedures and other documentation	2
4.4	The system demonstrates strategic resource management that includes long-range planning that supports the purpose and direction of the system.	• Review of documentation and artifacts • District strategic plan • District staff interviews and presentation • Superintendent interview and presentation	3

Indicator		Source of Evidence	Performance Level
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	• Technology plan • School and classroom observations • District staff presentation and interviews • Superintendent interview and presentation • District Technology Director interview • Review of work order request procedures • Stakeholder survey data	3
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	• Classroom and school observations • Interviews with District Technology Coordinator • District staff interviews and presentation • Review of documentation and artifacts • Technology Plan • Stakeholder survey data	3
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	• Review of documents and artifacts • District staff interviews and presentation • Stakeholder survey data	2

Indicator		Source of Evidence	Performance Level
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• Review of documents and artifacts • District staff interviews and presentation • School staff interviews • Stakeholder survey data	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.2	**Examine policies and practices of the system regarding the use of instructional time. Use this examination to make adjustments that will ensure instructional time is fiercely protected in all schools.**	Material and fiscal resources appear to be well managed and sufficient to support the purpose and direction of the school system. However, classroom and school observations indicate that instructional time is not consistently well used. Teachers discontinue instruction before the class period ends, and, in some instances, the initiation of instructional activities is delayed at the start of the class period. The extent to which expectations for use of instructional time have been well established is not apparent. The existence of procedures for monitoring the use instructional time is not apparent.

Indicator	Statement	Rationale
4.3	**Examine the effectiveness of current policies and practices regarding the establishment of school-wide expectations for student behavior and discipline.**	Interviews and documentation reveal that system leaders are committed to providing a clean, safe and healthy environment for learning at the high school. The system has, for example, developed definitions and expectations for maintaining facilities and safety, including the creation of school safety checklists, etc. However, in surveys, 46% of students responded that they disagree/strongly disagree with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning." Similarly, parent survey data indicated that a significant percentage of parents may perceive that the building and grounds are not a safe and healthy place for students. Classroom and school observations revealed that while student behavior and attendance have improved significantly this year, clear school-wide expectations for student behavior and discipline are not in place. Some stakeholder interviews and classroom observations indicated inconsistent communication and enforcement of behavior expectations from classroom to classroom.

Indicator	Statement	Rationale
4.7 & 4.8	**Establish evaluation processes as well as measures of effectiveness for student support services and systems to ensure they are meeting student needs.**	Much evidence has been presented to indicate that the system and school are providing and coordinating support systems to address student physical, social, and emotional needs. These support services are identified through the Youth Service Center/Family Resource Center needs assessment. Stakeholder survey data is generally favorable with regard to the student support services. For example, 70% of students indicate that the school provides them access to counseling, career planning and other programs to help them in school. 59% of staff indicated in surveys that they agree/strongly agree with the statement, "Our school provides high quality support services (e.g., counseling, referrals, educational and career planning). Documentation and interviews reveal that counseling, referral and career planning services are provided through guidance counselors and other school and district staff. However, the extent to which these services and programs are monitored for their effectiveness in meeting student needs, overcoming barriers to student success, improving conditions for learning, etc., is not apparent based on interviews and review of documentation.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	**1.8**

Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	• District staff interviews • Interviews with school board members • School principal interview • District and School Report Cards • Documentation and artifacts • Assessment data • Self-Assessment • Superintendent's presentation and interview • School observations • ERS Staff Interviews	2
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	• District staff interviews • Interviews with school board members • District and School Report Cards • School principal interview • Documentation and artifacts • Assessment data • Self-Assessment • Superintendent's presentation and interview • School observations • ERS staff interviews	2

Indicator			Source of Evidence	Performance Level
5.3		Throughout the system professional and support staff is trained in the interpretation and use of data.	• Documentation and artifacts • District staff interviews • Interviews with school board members • Stakeholder survey data • School principal interview • ERS staff interviews	2
5.4		The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	• District staff interviews • Interviews with school board members • Documentation and artifacts • Stakeholder survey data • Self-Assessment • Superintendent's presentation and interview • School principal interview • ERS Staff Interviews	1

Indicator		Source of Evidence	Performance Level
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	- District staff interviews - Parent and community interviews - Stakeholder survey data - Board of education interviews - District and School Report Cards - Documentation and artifacts - Self-Assessment - Superintendent's presentation and interview - School observations - School principal interview - ERS Staff interviews	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.1 & 5.2	**Further refine the district's assessment system to ensure that it: (1) is generating a range of data about student learning, the conditions that support learning as well as school/system effectiveness from multiple assessments/measures including locally developed and standardized tests as well as non-cognitive data, (2) is comprehensive in scope and includes consistent measurements across all classrooms, educational programs and system divisions, (3) is regularly and systematically evaluated for its effectiveness in providing useful information in guiding improvement in student performance and organizational effectiveness.**	System leaders understand the importance of using data to drive decision-making at all levels of the organization. The system has begun to create a comprehensive assessment system that will generate reliable and useful information about student learning and school/system effectiveness. Components of the system are clearly in place. For example, interim assessment data is being generated by the school/system through MAP. While the MAP data is important, the extent to which it provides consistent measurement across all classrooms, courses, educational programs in the school is limited. Other data sources include state assessments, non-cognitive data from Infinite Campus, and some stakeholder perception survey data. The system has begun to collect some data from non-instructional divisions such as Technology. There is limited evidence that individual classroom assessment data, i.e., common assessments, benchmark tests, etc., are being consistently generated, collected or analyzed to guide improvement in practice or student performance. While survey data suggest that staff is generally satisfied with the degree to which data is used to monitor student success, improvement planning, etc., student performance data suggests the need for more consistent and comprehensive use of data to monitor instructional quality, curriculum implementation, and the effectiveness of improvement planning initiatives.
5.3	**Ensure that professional and support staff is regularly and systematically trained in the interpretation and use of data.**	There is little evidence that all professional staff have been trained in interpretation and use of data. In an effort to create a school/system culture that embraces data more readily, it is essential that system leaders ensure all employees are proficient in their ability to understand and use various forms of data for continuous improvement. In surveys, only about half the staff, or 53%, indicated that they agree/strongly agree with the statement, "Our school ensures that all staff members are trained in the evaluation, interpretation, and use of data."

Indicator	Statement	Rationale
5.5	**Ensure the school and district monitor and communicate comprehensive information about student learning and the conditions that support learning to stakeholders including families and students.**	Clear evidence has been provided to indicate that the school system is attempting to communicate data about student performance, i.e., state assessment data such as ACT scores, to the broader community. Evidence indicates that school or system leadership is monitoring MAP, however there is little evidence that classroom assessments are monitored at the district level. In surveys, only 39% of students indicated that they agree/strongly agree with the statement, "My school shares information about school success with my family and community members." 61% of parents indicated in surveys that the agree/strongly agree with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals." School/system leaders are encouraged to further refine strategies for communicating performance and effectiveness information, including interim and summative assessment data, as a way of building stakeholder understanding and support for school/system goals, programs and initiatives.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on February 28, 2013 and began its preliminary examination of Newport Independent School System's Internal Review Report and determined points of inquiry and documentation examination for the on-site review. The Diagnostic Review team began its on-site review process on Sunday, March 10, 2013 and concluded the review on Wednesday, March 13, 2013.

Newport Independent School leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including district and school staff, Educational Recovery Staff, parents and community members were candid in their responses to Diagnostic Review team members during the various interviews. Depending on the stakeholder group, some of the interviews were conducted by the entire team, others by two team members, and on occasion to further clarify a question, by one team member. The School System Diagnostic Review team conducted interviews with:

Stakeholder Group	
School system and School Leaders	13
Teachers and Support Personnel	6
School leadership and ER Staff	5
Board Members	5
Parents and Community Members	7
TOTAL	36

The High School Diagnostic Review team conducted interviews at the High School with:

Stakeholder Group	Number of Participants
School Leaders	2
Site-Based Council Members	1
Teachers and Support Personnel	32
Parents and Community Members	10
Students	41
TOTAL	86

In summary, the Diagnostic Review team gained a very clear understanding of Newport Independent Schools by interviewing a significant number of stakeholders during its two-day on-site review. Prior to the on-site review, the team members reviewed stakeholder survey data from the high school to gain an understanding of the perceptions of those individuals who responded to the survey items. Since the AdvancED perception surveys are aligned to the Standards and Indicators, the results from the surveys provided the team with a preview of how the stakeholders felt the school was progressing, meeting the needs of the students, and being governed.

The Diagnostic Review team for the high school conducted classroom observations in 29 classrooms over a two-day period using the AdvancED Effective Learning Environment Observation Tool (ELEOT).

Using the evidence that was collected and analyzed, the team engaged in dialogue and deliberations concerning the degree to which the school system met the AdvancED Standards and Indicators.

Overview of Findings

During the past two years Newport Independent district leadership has made some strides in improving the capacity of the organization to support improvement in student achievement and the conditions that support learning. During the 2011-12 school year, the Board of Education was not able to identify an acceptable superintendent candidate and relied instead on interim superintendents to lead the district for an entire year. A permanent superintendent was employed in July, 2012. Even though the current superintendent has only been in place for seven months, it is evident that all, or nearly all, of the improvement in culture and performance has occurred since the start of the current school year.

Interviews and review of documentation suggest that improved communications, the creation of some new structures and supports for curriculum implementation and monitoring, as well as a more consistent focus on college and career readiness have been initiated during the 2012-13 school year. Some effort has been made to clarify the system's vision and mission, or purpose and direction, for improvement. But those efforts have not been highly collaborative or inclusive, and they have not identified shared values and beliefs about teaching and learning or reflect high expectations for students, staff, school and system.

Without question, improvement in the area of communications and relationships has occurred among board, district staff and school leadership, council, and staff. Interviews with all stakeholder groups including school and Educational Recovery staff indicate that two-way lines of communication now exist between school and system leadership, and that some restoration

of trust has occurred among school, system leadership, board and the broader community. Interviews and documentation suggest that the superintendent and board have been engaged in redefining norms and expectations for behavior and performance across all areas of the system.

The school and system have demonstrated exemplary leadership in the management of serious misconduct, truancy and risky behavior which have, in years past, represented a significant barrier to the school establishing favorable conditions for learning. Documentation, interviews and data consistently indicate that the school leadership and district Pupil Personnel Director have successfully leveraged school, district and community resources to improve attendance, reduce truancy and dropouts, improve support for students through the addition of a homeless coordinator and generally improved the school climate and culture.

The Superintendent and other system leaders have engaged in activities to raise awareness of internal and external stakeholders regarding the district's overarching purpose to serve students and, more specifically, to prepare them for college and careers.

While some initial efforts have been successful in improving culture and, to some extent, student performance, more substantive and systemic improvement is needed in the creation of structures and processes that will ensure the system's curriculum provides equitable and challenging learning experiences in all classrooms. Considerable evidence has been provided to indicate that the district is engaging teachers and school leadership in the development of curriculum documents and supports that would ensure all teachers understand and are able to deliver the approved curriculum. However, truly systemic efforts to align improvement in teacher professional practice to (1) teacher and principal evaluation, (2) monitoring and oversight procedures, (3) professional development, (4) use of peer coaching and mentoring programs, etc., are not apparent. The creation of highly functional and data driven professional learning communities appear to also be at the initial stages of development.

System leaders are engaged in collecting, interpreting, and using data to inform some decision making and, to some extent, district improvement planning. However, the existence of processes and practices to determine program effectiveness are not fully apparent.

The Opportunities for Improvement and Improvement Priorities should not be regarded as indictments of the school system efforts, but as an intentional direction to further shape the work that has been accomplished during the past two years.

Standards and Indicators Summary Overview

Standard 1 – Purpose and Direction
• Interviews and documentation indicate that system leaders are aware of the need for the organization to be guided by a compelling statement of vision and mission or purpose and direction. During the first six months of his tenure in the district, the Superintendent has given the district's mission and vision attention and attempted to elaborate and build upon existing formal statements that were previously adopted by the Board.
• A systematic and systemic approach is needed for the continued review and revision of the system's formal statement of purpose and direction.
• The degree to which the process for review and revision of the Board's formal statement of purpose and direction has included representatives from various stakeholder groups is not apparent.
• The degree to which the system ensures that the school is engaged in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success that aligns to that of the district is not apparent.
• Considerable evidence has been presented indicating that district leadership is committed to re-shaping the culture of the school system to embrace the existence of challenging equitable educational programs and learning experiences for all students. District leadership has also established an expectation for continuous improvement in student performance and the conditions that support learning as the chief priority of the school system.

Standard 2 – Governance and Leadership
• The Board of Education has established policies and practices which are aligned with the Kentucky School Board Association policy recommendations and provide for the effective operation of the school district and its schools. However, the Board has not examined its policies in the context of a revised statement of purpose and direction, values and beliefs about teaching and learning, etc.
• Interviews and documentation consistently revealed that the Board of Education maintains effective communication with the Superintendent and ensures that its decisions and actions are in accordance with defined roles and responsibilities. The Board entrusts the Superintendent and district leadership with the responsibility and authority to manage the day-to-day operations of the school system and its schools.
• Interviews with district leadership and board members consistently revealed a common understanding of the need for substantive and immediate improvement in student performance across the school district. Leadership and Board expressed a sense of urgency that is needed to address academic deficiencies. Interviews and documentation strongly suggest that the Board and Superintendent have established an effective, collaborative, respectful working relationship that is focused on improving student learning and the conditions that support learning.

Standard 2 – Governance and Leadership

- The district has begun to establish practices that will ensure more effective two-way communication between the school district and broader community, including parents. School and district leadership as well as the Board of Education are encouraged to support the development of new approaches for more meaningfully engaging parents in the educational process.

- Processes that are implemented systematically to improve the professional practice of teachers or principals through monitoring, supervision, evaluation, mentoring, and professional development are not consistently apparent.

Standard 3 – Teaching and Assessing for Learning

- During the course of the current school year, the school system has taken steps to build greater capacity to more effectively manage curriculum. The creation of the Chief Academic Officer position, improved communications between school, district and Educational Recovery staff, evidence of increased monitoring of some interim assessment data, regular reports by schools to the Board of Education, creation of vertical curriculum teams, creation of curriculum supporting documents in math and language arts, etc., all suggest an increased awareness, or heightened sense of urgency, about the need to more effectively deliver the approved curriculum and improve basic academic skills for all students.

- The capacity of the system to collect and use data to adjust curriculum, instruction, and assessment practices appears to also be at the initial stages of development. Systematic use of monitoring and evaluation procedures focused on improvement of professional practice is not consistently apparent.

- Vertically articulated KCAS aligned curriculum maps have been designed in language arts and mathematics. Discussions between the Chief Academic Officer (CAO) and Educational Recovery (ER) staff at the high school indicate a plan to implement the required curriculum.

- Classroom and school observations as well as some survey and performance data suggest that the system and school have not been successful in creating a learning environment marked by high expectations. Observations revealed very few instances in which students were engaged in rigorous coursework or were asked questions that required higher order thinking such as applying, evaluating, and synthesizing.

- The district has developed a plan to implement the Continuous Instructional Improvement Support System (CIITS). Each school in the district will have a certified CIITS trainer available to support teacher use and implementation of CIITS as an instructional and assessment resource tied to state standards.

- The district has purchased literacy resources for all content areas and courses in the district. Teachers have access to these resources through school bookrooms. Materials in the bookrooms are aligned to student reading proficiency and allow teachers to provide students with reading materials at the appropriate reading level.

Standard 3 – Teaching and Assessing for Learning

- Interviews suggest that the district leadership is interested in shaping a system-wide culture that is more communicative and collaborative. Evidence certainly suggests that during the current school year, attention has been given to improved communications. Leadership at all levels is encouraged to create conditions that will enable the district to operate as a collaborative learning organization.

Standard 4 – Resources and Support Systems

- Evidence clearly indicates that the school system has resources and provides services that support student learning. This includes employing and retaining professional staff in sufficient number to carry out their roles and responsibilities in support of the purpose and direction of the school system. It also includes providing material resources necessary to support educational programs and system operations.

- Classroom and school observations, however, indicate that instructional time is not consistently solely focused on engaging students in instructional activities.

- Classroom and school observations revealed that the school building was clean, safe, and well maintained. However, stakeholder surveys and school level interviews indicate that school-wide expectations for student behavior are not in place, which may be resulting in inconsistent communication and enforcement of behavior expectations from classroom to classroom.

- Documentation and interviews indicate that the system has the capacity to strategically manage resources.

- Technology infrastructure and equipment are in place to support teaching, learning and operational needs. The district Technology Plan and other documents as well as interviews suggest effective management and support of technology resources. However, instances in which teachers were effectively using technology to energize and optimize learning were infrequent.

- The existence of support systems and services to address student needs are clearly in place. However, procedures for evaluation of the effectiveness of these services and programs are not apparent. Leadership is strongly encouraged to ensure that performance measures are established for student services and supports and that these programs are evaluated for their effectiveness in helping the school and district to improve student learning and the conditions that support learning.

Standard 5 – Using Results for Continuous Improvement
• Interviews with system leadership, Board and other stakeholders consistently revealed a strong commitment to the improvement of student performance and effectiveness of the both the school and district. Based on interviews, leadership has begun to shape a system culture that embraces the continual use of data as the basis for monitoring performance and making decisions.
• While some data is being regularly collected and monitored, the extent to which the school system has implemented a comprehensive assessment system that generates a range of data about student learning and system effectiveness is somewhat limited.
• System leadership has communicated some district performance data to stakeholder groups including the broader community during the course of the current school year. The extent to which comprehensive information about student learning, school performance and the achievement of system and school improvement goals are systematically communicated to stakeholders is not consistently apparent.

Learning Environment Summary

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed, an environment where high expectations are the norm and active learning takes place. Classroom observers use ELEOT to determine to what level the learners' progress is monitored, feedback is provided, and the extent to which technology is leveraged for learning.

During the on-site review, members of the Newport High School Diagnostic Review team evaluated the learning environments by observing students in classroom settings. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments. Observations of classrooms or other learning venues were conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conducted 29 observations during the review process and provided ratings on 30 items based on a 4 point scale: 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

Both Diagnostic Review teams (the School System team and the High School team) used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials. The collective results of the 29 classroom observations provided insights into teaching and learning process at the high school. However, school and system leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data, which might include an analysis of the average scores per item.

Summary of ELEOT Findings from the High School

Of greatest concern from the ELEOT data are two items with mean ratings of 1.6 with (1) focus on creating progress monitoring systems and (2) effectively utilizing digital learning tools.

Evidence of teachers routinely monitoring student understanding of learning targets and providing feedback was rarely observed. Observers saw inconsistent examples of students responding to teacher feedback to improve their understanding or of teachers probing to assess individual students' mastery of concepts.

ELEOT results indicated that there was little to no observational evidence demonstrating use of technology for deepening teaching and learning. There were very few instances where students were observed using technology for the purposes of higher order learning, e.g., conducting

research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., as a projector).

The existence of a well-managed learning environment was somewhat evident (mean rating = 2.2) in many classrooms. In general, the team found students throughout the school to be well behaved, friendly, and compliant with teachers' directions. Some student "off task" behavior was observed in a few classrooms.

Likewise, a supportive and active learning environment was evident in some classrooms (mean ratings = 2.1). Observers noted some instances of students engaging in content-based discussions with teachers and other students and occasionally making connections to real-life experiences. Students appeared to have a basically positive attitude toward learning and some teachers regularly offered support and assistance to help students understand content, accomplish tasks and participate in prescribed intervention sessions.

Two other items with the lowest ELEOT results focused on creating (1) an environment of high expectations for learning (mean rating = 1.8) and (2) an equitable learning environment in which, for example, students have access to differentiated learning opportunities (mean rating = 1.9. Associated with high expectations, there was little evidence that students had access to exemplars of high quality work, were engaged in rigorous coursework, discussions, and tasks, or were being asked to respond to questions that required higher order thinking. The degree to which students are being appropriately challenged and are required to engage in activities that require the use of higher order thinking skills appears to be limited. Associated with an equitable learning environment, there was evidence that students had equal access to classroom discussions, activities, resources and technology. However, a rating of 1.9 for (A3), "Knows that rules are fair, clear and consistently applied," suggests that students may be unclear about classroom rules and consequences. Most observations revealed that instruction was primarily direct, teacher-centered, and lecture supported with print materials.

Improvement Priorities

Indicator	Statement	Rationale
1.2	**Develop system policies and procedures outlining expectations that all schools engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate their purpose for student success that aligns to the district and expresses high expectations for student performance. This includes the identification of procedures and processes to monitor faithful implementation.**	Interviews at the school and district levels and a review of board policies did not indicate that the school system has developed policies clearly outlining the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision, and communication of a formal statement of purpose for student success.
2.6	**Design, implement and evaluate the effectiveness of supervision, evaluation, mentoring and support processes focused on developing instructional leadership skills of the high school principal that will ensure continued improvement in student performance and school effectiveness.**	There is some evidence of improvement in student performance and much evidence of improvement in learning conditions at the high school during the last two years. Interviews and documentation indicate that communications and collaboration between the district and high school leadership has improved very significantly during the current school year and since the appointment of a new superintendent. Interviews with school and system stakeholders consistently confirm that the Director of Pupil Personnel provides support and daily interaction with high school leadership regarding student attendance and behavior. Classroom observations, stakeholder interviews, student performance data, etc., reveal that much more attention is needed in order to develop instructional rigor, ensure effective implementation of approved curriculum, and the establishment of high expectations for student performance and school effectiveness. The high school principal, who has less than two years' experience as a principal, plays a critical role in the success of the school, and would benefit from ongoing professional development and mentoring to build leadership skills in school improvement planning, implementation and alignment of curriculum, instruction, assessment, policy development, monitoring and supervision, etc. While there is ample evidence of district support provided for attendance and behavior issues at the school, the existence of comprehensive and ongoing support for building instructional leadership effectiveness of the principal is not abundantly apparent.

Indicator	Statement	Rationale
3.1	**Redesign and refine practices for curriculum development in each course/class that provides all students with rigorous and equitable opportunities to cultivate learning skills, thinking skills, and life skills. Ensure that vertical alignment of rigorous learning expectations exists in all content areas and grade levels. Provide clear processes that enable teachers to individualize/personalize learning activities that support achievement expectations and that prepare all students for the next level of learning.**	Classroom observations, documentation and performance data indicates that curriculum and learning experiences in each course/class across the system do not provide all students with challenging and equitable opportunities to develop learning skills. While there are curriculum documents in place aligned to standards and learning targets in math and language arts, curriculum maps in social studies, science, and other content areas are incomplete. The system is at the beginning stages of developing a curriculum that has the capacity to provide equitable opportunities for students to develop learning skills, thinking skills, and life skills that align with the system's purpose and that prepare students for the next level of learning. There is no evidence of a system or data which aligns curriculum standards with student readiness for learning at the next level. Furthermore, district monitoring systems and observation data indicate that there is no plan in place to ensure students are being prepared for the next level of learning through the implementation of evidenced-based best instructional practices or standards-based grading. Curriculum documents as well as classroom observations do not suggest all students have the opportunity for individualized/personalized learning activities in all courses across the system.

Indicator	Statement	Rationale
3.2	**Develop new procedures to ensure that (1) all students across the system receive challenging and equitable opportunities to develop learning skills, thinking skills and life skills that will ensure success at the next level, (2) like courses/classes have equivalent learning expectations, (3) differentiated learning activities are provided consistently, (4) curriculum, instruction and assessment throughout the system are aligned and adjusted in response to data from multiple sources.**	Interviews, documentation and data indicate that the development of a curriculum, assessment, and instructional system that is monitored systematically to improve instructional practice and enhance student learning has begun in Newport Independent Schools. However, evidence also indicates system personnel rarely monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the goals for achievement and instruction and statements of purpose. Although vertically-aligned curriculum documents have been developed for language arts and math, there is no evidence of a formal process to review and revise curriculum in response to student learning outcomes on common district assessments aligned to standards in all courses and content areas. In surveys, only 32% of students agree/strongly agree with statement. "All my teachers change their teaching to meet my learning needs," suggesting that a large percentage of students in the school perceive that the school does not make adjustments to curriculum and instruction.
3.3	**Develop a systemic approach to improving teachers' capacity to actively engage students in their learning that will ensure achievement of learning expectations. Consider implementing improvement planning initiatives that align professional development, use of mentoring and PLC supports, and procedures for more consistent monitoring of results including student perception data.**	Documentation reveals that district professional development focusing on the use of varied instructional strategies has been provided. However, performance data and stakeholder interviews suggest that teachers seldom use instructional strategies that require student collaboration, reflection, rigorous coursework, higher order thinking, etc. Classroom observations consistently revealed a heavy reliance on whole group instruction which is usually teacher-centered lecture. The Progress Monitoring and Feedback Environment received a mean rating of 1.7 on a 4 point scale. Progress monitoring includes instances in which the teacher quizzes students about individual progress, students respond to teacher feedback to improve their understanding and students are given clear direction as to how their work will be assessed. Effective progress monitoring is one way of ensuring achievement of learning expectations.

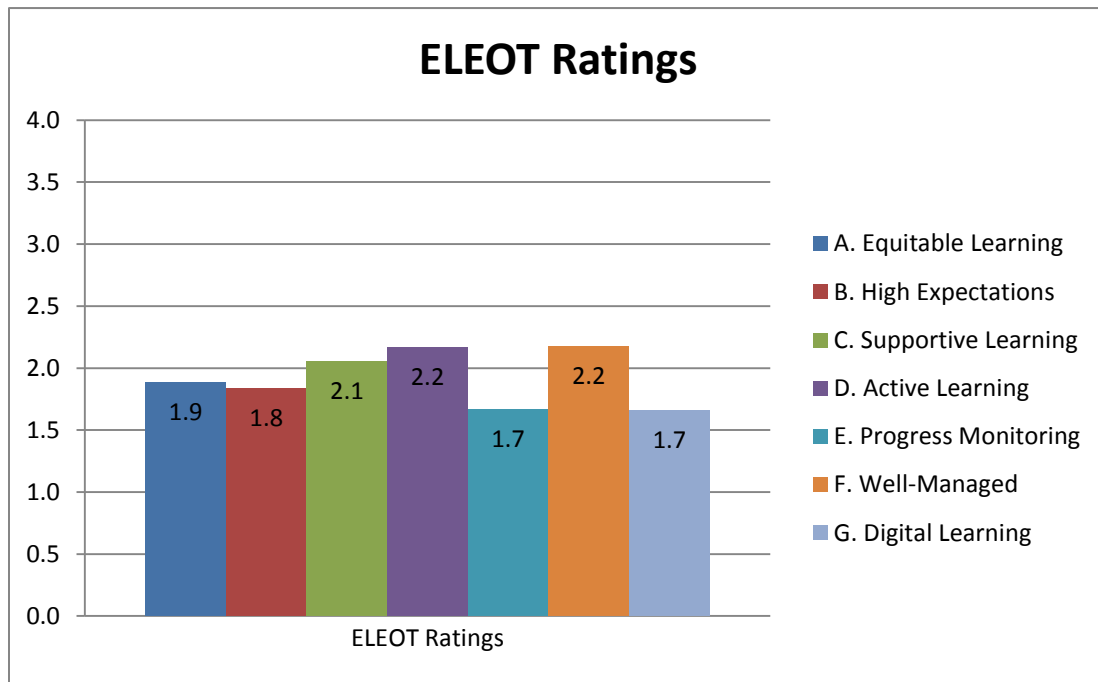| Indicator	Statement	Rationale
2.6 & 3.4	**Develop a monitoring and evaluation system that formally and consistently monitors district instructional practices through supervision procedures that ensure (1) alignment to the system's values and beliefs about teaching and learning, (2) implementation of the approved curriculum, (3) engagement of students in the oversight of their learning, (4) use of research-aligned professional practice.**	Classroom observations, performance data, documentation and interviews do not reveal the existence of a monitoring process that is systematically implemented to support improvement in student performance. The existing school "walkthrough," which is the primary means of monitoring the quality of instruction, does not appear to be helping drive improvement in instructional effectiveness based on review of documentation and school interviews. The extent to which lesson plans and units are systematically reviewed and timely feedback provided is not apparent. The use of interim assessment data to monitor curriculum implementation does not appear to be systematic based on interviews and documentation. The degree to which the school system is involved or engaged in designing, implementing and evaluating the effectiveness of the walkthrough process or other monitoring procedures is not apparent.
3.5	**Develop policies, practices and conditions that will enable the system to operate as a collaborative learning organization through structures that support improvement in instruction, student learning, and the conditions that support learning at all levels of the organization including system divisions.**	While district and building leader interviews demonstrate the belief that collaborative learning communities will improve instructional practices and positively impact student learning outcomes, there is currently no formal process to promote collaboration across grade levels, content areas, or in other system divisions. There is no evidence to suggest staff members regularly meet to discuss learning or the conditions that support student learning in collaborative learning communities. In surveys, only 36% of staff indicated that they agree/strongly agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas." Interviews suggest that learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among system personnel.

Indicator	Statement	Rationale
3.6	**Design, implement and evaluate the effectiveness of a district-wide instructional process that: (1) clearly informs students of learning expectations and standards of performance, (2) provides exemplars to guide and inform students, (3) includes the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction, and (4) ensures students are provided timely feedback about their learning.**	Interviews and classroom observation data revealed that there is no formal instructional process in place that effectively and consistently informs students of learning expectations, provides exemplars to guide and inform students, requires the use of multiple measures, and so forth.
3.8	**Design, implement and evaluate programs that provide meaningful engagement of families in their children's learning process and provide them with multiple ways of staying informed of their children's learning progress. Use the "Missing Piece" and other resources available through the Prichard Committee to guide the development of these programs.**	District leaders have acknowledged in interviews that creating effective processes for communicating and engaging with parents is particularly challenging. The new superintendent has identified parent communication, including effective two-way communication, as an area for improvement. In addition to some electronic communications, such as One Call, the system also provided documentation of some printed newsletters. The system currently uses a traditional report cards process and parents can access student progress on-line through the parent portal of Infinite Campus. The extent to which the system has established expectations for or supports the development of programs in the schools that are designed, implemented and evaluated specifically for meaningful engagement of families is not apparent.
3.10	**Develop a grading and reporting system based on clearly defined criteria that represent the attainment of standards-based content knowledge and skills consistent across grade levels and courses.**	The current district grading policy does not provide information about student levels of attainment of standards-based content knowledge. Grading and reporting policies, processes, and procedures that represent each student's attainment of content knowledge and skills will enhance the ability of the district to provide a personalized approach to learning that supports individual student learning needs with appropriate and effective interventions and enrichments, and will provide a means by which to more accurately determine next level preparedness.

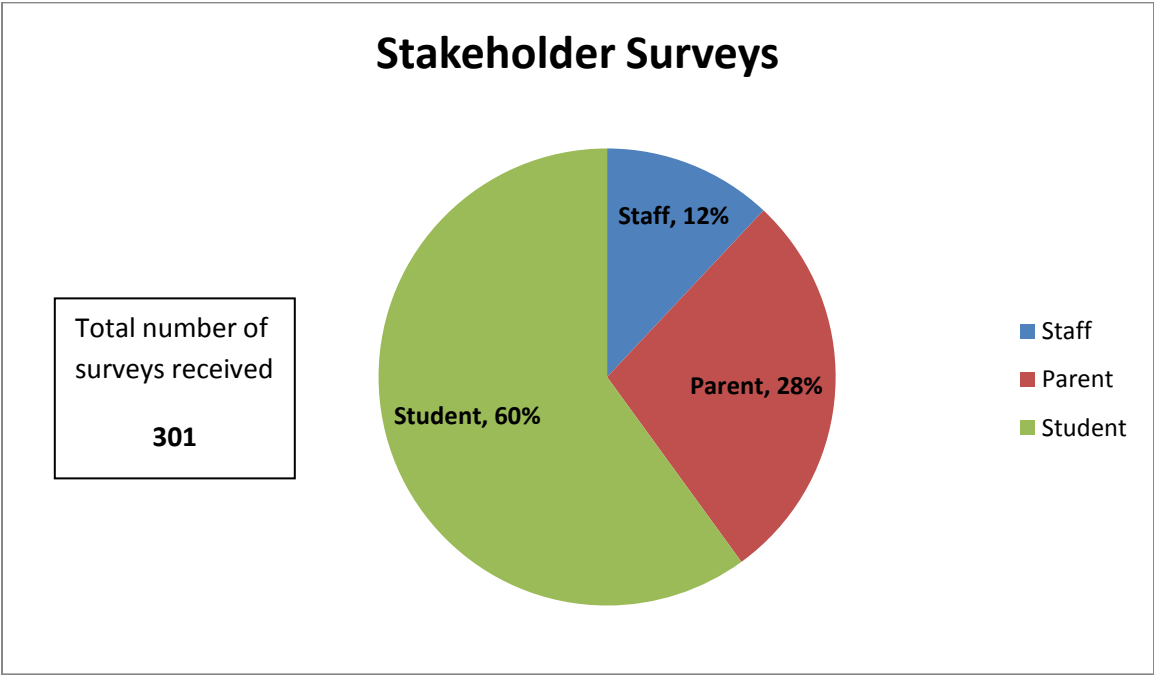| Indicator	Statement	Rationale
5.4	**Create policies and procedures that will ensure data generated by the comprehensive assessment system are consistently used to drive a process of continuous improvement resulting in verifiable improvement in student learning including readiness for and success at the next level.**	Evidence clearly indicates that the system is engaged in improvement planning using the CDIP framework in ASSIST. However, the existence of policies and procedures that define and describe a process for analyzing data to determine verifiable improvement in student learning and readiness for success at the next level are not evident. Improvement planning processes indicate some improvement in student performance and conditions that support learning. The extent to which system or school leaders use these results to evaluate improvement action plans related to student learning is not consistently apparent based on documentation.

Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings from
29 observations at the high school

ELEOT Ratings

- A. Equitable Learning: 1.9
- B. High Expectations: 1.8
- C. Supportive Learning: 2.1
- D. Active Learning: 2.2
- E. Progress Monitoring: 1.7
- F. Well-Managed: 2.2
- G. Digital Learning: 1.7

Percentages of high school stakeholder
groups that completed the AdvancED
surveys

Stakeholder Surveys

Total number of
surveys received

301

Staff, 12%

Parent, 28%

Student, 60%

- Staff
- Parent
- Student

Self-Assessment performance level ratings

Indicator Assessment Report		
Indicator	School system Rating	Review Team Rating
1.1	3	2
1.2	2	2
1.3	3	3
1.4	2	3
2.1	3	2
2.2	3	3
2.3	3	3
2.4	3	2
2.5	3	2
2.6	3	2
3.1	3	1
3.2	3	1
3.3	2	1
3.4	2	1
3.5	2	1
3.6	2	1
3.7	2	2
3.8	3	1
3.9	2	2
3.10	3	1
3.11	3	2
3.12	2	2
4.1	3	3
4.2	3	2
4.3	3	2
4.4	3	3
4.5	2	3
4.6	2	3
4.7	2	2
4.8	2	2
5.1	2	2
5.2	3	2
5.3	2	2
5.4	2	1
5.5	2	2

Percentage of Standards identified as
Improvement Priorities

Improvement Priority Report
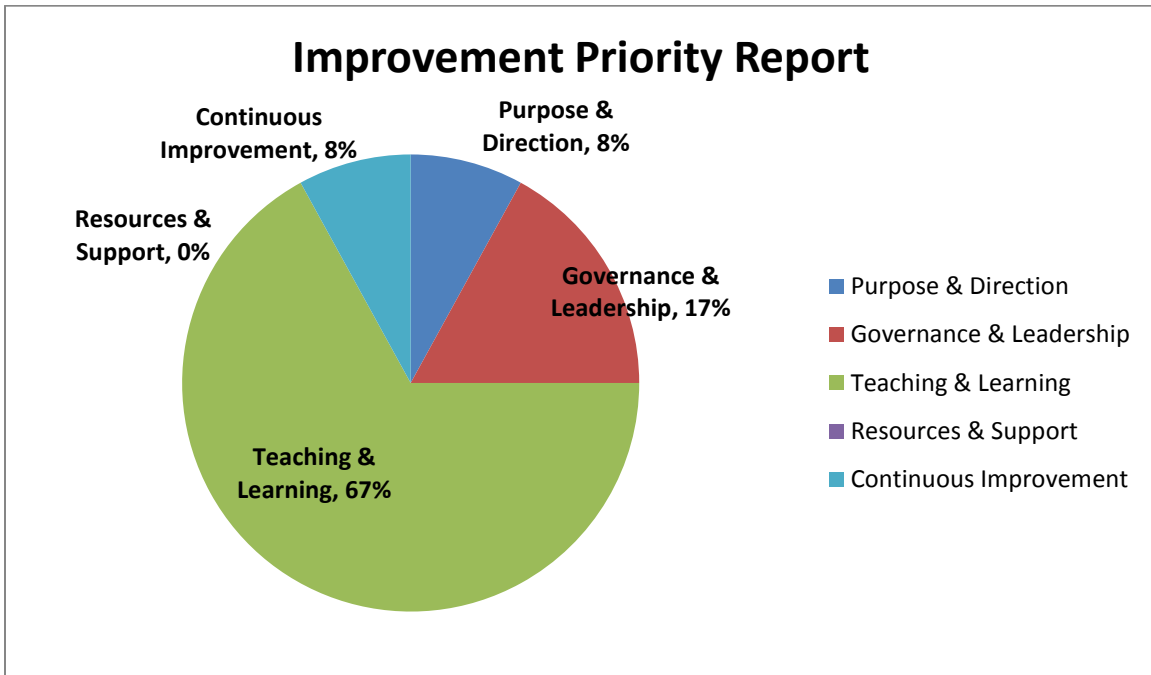
Average ratings for each Standard and
its Indicators

Standard 2: Governance & Leadership — **2.3** (Standard)

Indicators:
- 2.6: 2
- 2.5: 2
- 2.4: 2
- 2.3: 3
- 2.2: 3
- 2.1: 2

Legend: Standard, Indicator

Standard 3: Teaching & Learning — **1.3** (Standard)

Indicators:
- 3.12: 2
- 3.11: 2
- 3.10: 1
- 3.9: 2
- 3.8: 1
- 3.7: 2
- 3.6: 1
- 3.5: 1
- 3.4: 1
- 3.3: 1
- 3.2: 1
- 3.1: 1

Legend: Standard, Indicator

Standard 4: Resources & Support — 2.5

Indicator	Value
4.8	2
4.7	2
4.6	3
4.5	3
4.4	3
4.3	2
4.2	2
4.1	3

Standard 5: Continuous Improvement — 1.8

Indicator	Value
5.5	2
5.4	1
5.3	2
5.2	2
5.1	2

2013 Leadership Assessment/Diagnostic Review Addendum

Newport Independent School District 2011 Leadership Assessment Report Identified Deficiencies

Deficiency 1:
The dysfunctional relationship among the local school board, superintendent, high school staff, school council and union is impeding the district's ability to meet the needs of the students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Superintendent interview
- Principal interview
- Educational Recovery Staff interview
- District staff interviews
- Board of education member interviews
- Staff survey data
- Parent survey data
- Parent and community members interview
- Review of documents and artifacts
- Classroom observation data
- Master Agreement with teachers' union

Comments:

- Interviews and documentation indicate that little had been done to address dysfunctional relationships among these groups until the current superintendent was selected in July, 2012. Interviews and documentation consistently indicate that the relationship between the school and system began to improve during the 2012-13 school year.
- The superintendent has routinely included all principals in the District Cabinet meetings since the start of this school year. All principals meet with the Superintendent and Cabinet weekly in collaborative planning meetings to discuss events, student performance data, professional development, resources, and the improvement of conditions that support learning.
- The Superintendent and district staff has led all system administrators in a book study on *The Five Dysfunctions of a Team* during the first semester of 2012-13.
- The Superintendent has established an expectation that all system administrators

attend high school athletic events for the purpose of engaging with school and community stakeholders, strengthening relationships, and building a greater sense of culture.

- Board of Education members consistently indicated in interviews that the superintendent strived to keep open two-way communications with them by scheduling more frequent board work sessions that permit more informal interaction and discussion among board and superintendent, one-on-one informal meetings, frequent emails and text messages, timely responses to questions and concerns.

- The Superintendent regularly schedules principals to make presentations to the Board of Education about interim assessment data and other school reports.

- One member of the district leadership team also serves on the School Improvement Grant SIG committee, and a district administrator has been assigned to serve as the district liaison to the high school.

- The Superintendent has initiated the Kelly's Kids student advisory group which has met only a few times this year.

- The principal and ER staff indicated that since the start of the current school year, the quality and effectiveness of interactions between the district staff, principal and school have improved significantly over previous years.

- Other than the district assigned school liaison and the Chief Academic Officer, the frequency of interactions and on-site visibility of district staff appears to be somewhat limited. Only one district "walkthrough" has been conducted at the school this year.

- Interviews with all stakeholders have consistently indicated that the superintendent supports the decisions and actions of the principal, and that the principal is responsible to the superintendent for properly administering the school.

- Interviews and non-cognitive data indicate that the climate and culture of the school has significantly improved this year, (e.g., reduction in absenteeism, truancy, office discipline referrals, dropouts).

- The Superintendent has implemented the Council to Councils program which includes all school councils and other community groups. This group has met three times to discuss district initiatives and collect feedback on system programs.

Deficiency 2:

The evaluation system is not being effectively used to promote high expectations and accountability for all staff members.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Classroom observations
- Interviews with district and school administrators and staff
- Review of documents and artifacts
- Student performance data
- Staff survey data

Comments:
- Some staff survey data suggests that school leaders hold all staff members to high expectations and hold themselves accountable for student learning.
- System staff indicates that the school is implementing an evaluation system. Some concerns have been raised by teachers that their frequency of evaluations, i.e., walkthroughs, was inconsistent with the master contract.
- Some principals and six district teachers are piloting the new Kentucky Professional Growth and Evaluation System.
- While evidence exists that the evaluation system is being implemented, the extent to which it is helping to improve teacher effectiveness appears to be very limited based on classroom observations.
- Evidence that the school system collects data from the professional evaluation system which is analyzed and used to help drive professional learning does not exist.
- Documentation includes some district created "linkage charts" which show district office leadership positions and their linkages to measurable results suggesting the existence of a dialogue about expectations for district office leaders.

Deficiency 3:

Classroom instruction in the high school is not consistently rigorous, effective, and student-centered and does not meet the unique learning needs of students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
x	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Classroom and school observations
- Student survey data
- Review of artifacts and documentation
- School and district leadership interviews
- Student performance data

Comments:
- Some student survey data suggests little differentiation in instructional strategies.
- Observation data from 30 classrooms at the high school indicates: (1) a heavy emphasis on teacher-centered whole group instruction or lecture; (2) students are infrequently exposed to a learning environment characterized by high expectations; (3) students have little opportunity to use technology as learning resources and tools; (4) opportunities for modifications in instruction to occur based on the monitoring of students' learning progress are limited; (5) opportunities for differentiation, personalization, individualization of learning are limited.
- Very low percentage of students, (less than 1% in some instances), who are performing at the distinguished level on state summative assessments suggests the absence of high expectations for student learning.
- Very low composite scores for ACT and PLAN suggest the absence of an environment of high expectations for student learning.
- The district utilizes Measure of Academic Progress for all students which shows some improvement in students' reading and math skill levels during the current school year.
- Modest increases in ACT and College and Career Readiness are documented in 2012 state assessment data.

Deficiency 4:
Teachers and students do not demonstrate a clear understanding of rigor and proficiency in their work.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Classroom and school observations
- Student survey data
- Review of artifacts and documentation
- School and district leadership interviews
- Student performance data
- Teacher interviews

Comments:

- While performance data indicates improvement in student performance and college and career readiness, the number and percentage of students performing at proficient and distinguished (in some instances less than 1%) levels remain low.
- Classroom observations generally did not reveal the existence of a high-expectations learning environment, i.e., students are engaged in rigorous coursework, discussions and/or tasks; students are asked and responds to questions that require higher order thinking such as applying, evaluating, synthesizing. A few classrooms did demonstrate the presence of high expectations for student learning.
- In interviews, a few teachers expressed a desire to implement coursework that would be rigorous and more reflective of high expectations.

Deficiency 5:

The school culture and climate is not supported by the employment of a diverse, highly qualified teaching staff.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- District minority recruitment plan

Comments:

- The district has implemented a Minority Recruitment Plan which ensures representation at college career fairs for teachers. The school has also established contacts with many colleges of education in an effort to identify minority candidates early in their teacher preparation program.
- The district employed an African-American high school principal in 2011-12 school year.

Deficiency 6:
Truancy and other risky behaviors continue to be major barriers to student achievement at the high school.

x	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Documentation and artifacts
- Classroom and school observations
- District and school leadership interviews
- Student and staff survey data

Comments:
- District and school have developed new dropout prevention procedures.
- School attendance rate increased to 93.98% in 2011-12, a seven year high.
- Improvement in school culture and climate during the 2012-13 school year is well documented.
- The district Director of Pupil Personnel has been assigned to serve as the District Liaison to the high school. Evidence indicates that the DPP is frequently in the school and supporting initiatives to reduce risky behaviors including truancy and dropout rate.
- The district and school conducted home visits to 100% of families whose students were identified truant, beyond control of school, abused, etc. during the 2012-13 school year.
- The district has fully utilized the local court system to help addressed truancy, beyond control of school, abuse, etc., during the 2012-13 school year. Other evidence of collaboration with the local court system is also apparent.
- The school has developed a policy to incentivize attendance and good behavior for seniors by
- The district has employed a homeless coordinator to support the nearly 15% of students in the high school who are identified as homeless.

Diagnostic Review Team Schedule

Newport Independent School System

Diagnostic Review Team Web Conference Agenda, February 28, 2013

(All team members participated)

- Introductions
- Purpose fo the Web Conference
- ASSIST Workspace information
- Diagnostic Review School system Internal Review requirements
- Diagnostic Review team member assignments
- Diagnostic Review team off-site work
- Overview of ELEOT
- Diagnostic Review team tentative schedule
- Questions and Comments

Newport Independent Diagnostic Review District Schedule

Sunday, March 10, 2013

Time	Event	Where	Who
3:00 p.m.	Check-in	Comfort Suites- Riverfront 420 Riverboat Row Newport, Kentucky 41017 United States of America P: 8592916700	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	River Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1	River Room	Diagnostic Review Team

	Reviewing Internal Review documents and determining initial ratings all indicators		Members

Monday, March 11, 2013

Time	Event	Where	Who
	Breakfast	**Hotel**	Diagnostic Review Team Members
7:30 a.m.	Team arrives at district office – Welcome to NIS Share working space at the district office	**District Office**	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the district come from, where is the district now, and where is the district trying to go from here. This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago in the priority school. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels? 4. What has the system done to evaluate, support, and monitor improvement at the focus/priority school?	**District Office Board Room**	Diagnostic Review Team Members

	5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?		
9:30 – 9:45 a.m.	Break	**District Office**	Diagnostic Review Team Members
9:45 – 10:45 a.m.	Superintendent interview	**District Board Room**	Diagnostic Review Team Members

| 10:45 – 11:45 p.m. | Individual interviews with **district office staff** **Chief Finance Officer** **Chief Informational Officer** **Curriculum Coordinator/GT** **DPP** **Director of Facilities and Transportation** **Director of Curriculum, Instruction, and Assessment** **Dir. of Special Ed. & Preschool** **Chief Academic Officer** | | |
| 11:45 a.m.-1:00 p.m. | Lunch | **TBD** | Diagnostic Review Team Members |

1:00 – 2:15 p.m.	Review Artifacts and Docs. **HR Asst. and Supt. Secretary** **Food Service Director** 1:00 – 1:30 **Board Member** **Board Member** 2:00 – 2:15 Break		Diagnostic Review Team Members
2:15 – 3:15 p.m.	Interview community members **Community Member** **Parent / NHS Advisory Council Member** **NKU Professor** **Newport City Manager** **Owner of Sis's Family Affair**		
3:15 – 4:30 p.m.	Continue review of artifacts and documentation	**Board Room**	Diagnostic Review Team Members
4:30 – 5:00 p.m.	**Board Member** Continue review of artifacts and documentation		
5:00 – 5:30 p.m.	Interviews with the Board of Education **Board Chair** **Vice –Chair**		Diagnostic Review Team Members
5:30 – 9:00 p.m.	Dinner & Evening Work Session #2 • Review findings from Monday • Team members working in pairs re-examine ratings and report back to full team • *Discuss potential* Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) • Prepare for Day 2		Diagnostic Review Team Members

Tuesday, March 12, 2013

Time	Event	Where	Who
	Breakfast	**Hotel**	Diagnostic Review Team Members
8:00 a.m.	Team arrives at Newport High School	**School Office**	Diagnostic Review Team Members
8:00 – 10:00 a.m.	**Principal NHS** **ELA – ERS Team** **Math – ERS Team** **ERL - NHS** **Follow-up Interviews as requested at the District Office**		
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	**TBD**	Diagnostic Review Team Members
12:30 -4:00 p.m.	Continue review of artifacts and documentation	**District Office – Board Room**	Diagnostic Review Team Members
4:00 p.m. – 5:00	Return to the hotel	**Board Room**	Diagnostic Review Team Members
5:00 – 6:00 p.m.	Dinner	**TBD**	Diagnostic Review Team Members
6:00 – 9:30 p.m.	Evening Work Session #3 • Review findings from Tuesday • Team deliberations to determine standards and indicators ratings • Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) • Improvement Priorities – (assign team members writing assignments) • Tabulate Learning Environment ratings Team member discussion around: • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below expectations and possible causes as well as though exceeding expectations and why. • Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution	**Hotel Conference Room**	Diagnostic Review Team Members

Time	Event	Where	Who
	indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)		

Wednesday, March 13, 2013

Time	Event	Where	Who
	Breakfast	**Hotel**	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for district office	**Hotel**	Diagnostic Review Team Members
8:00 – 11:30 a.m.	• Review final ratings for standards and indicators • Review Powerful Practices, Opportunities for Improvement • Review Improvement Priorities • Prepare Exit Report	**District Office Board Room**	Diagnostic Review Team Members
9:00 a.m. - 11:30a.m.	Final Team Work Session	**District Office Board Room**	Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch	**District Office Board Room**	Diagnostic Review Team Members
1:00 – 1:30 p.m.	**Exit Report with the superintendent** The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE. The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.	**District Office Conference Room/Cell Phone**	Diagnostic Review Team Members

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 32,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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District Diagnostic Review Summary Report

Newport Independent

School District

3/10/2013 – 3/13/2013

The members of the Newport Independent District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:
  District leadership does have the ability to manage the intervention of Newport High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Newport Independent School District and Newport High School.

Superintendent, Newport Independent

_____Date:_____